DOCUMENT RESUME

ED 407 035 JC 970 250

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| TITLE | Service-Learning Faculty Manual, Century Community and Technical College, 1996-1997. Revised December 1996. |
| INSTITUTION | Century Community and Technical Coll., White Bear Lake, MN. |
| PUB DATE | Dec 96 |
| NOTE | 42p. |
| PUB TYPE | Guides - Non-Classroom (055) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | Community Colleges; *Course Content; Course Descriptions; *Course Objectives; *Curriculum Enrichment; Guidelines; Models; Program Development; *Service Learning; Student Evaluation; Teaching Methods; Two Year Colleges |
| IDENTIFIERS | Century Community and Technical College MN |

ABSTRACT

Prepared to help faculty implement service learning at Minnesota's Century Community and Technical College, this manual reviews service learning and provides strategies for developing components. The first part defines service learning, providing text from the National and Community Service Trust Act of 1993. Next, sample service learning projects are listed, focusing on activities addressing the issue of violence, and possible projects are described in the areas of youth, elderly and disabled populations, the environment, cultural activities, and poverty and hunger. Four types of learning and development possible through service learning are then reviewed and the benefits for students, teachers, and the community are listed. The next sections provide a sample service learning syllabus developed at the college, Spring 1997 important dates, and a sample development form for integrating service learning into a course. The following sections present strategies for developing syllabi, seven criteria to consider when choosing a service-learning site, and suggestions for student writing projects. The final sections provide a checklist for faculty developing service learning programs, a sample final paper requirement, and a description of the procedure for applying for stipends for integrating service with academic study. Attachments provide a site confirmation form; a student service-learning log; final evaluation of student for academic credit; and a student packet, including information on making a learning plan, service learning requirements and objectives, the use of journals, and evaluation. (HAA)

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ED 407 035

# Service-Learning Faculty Manual

## Century Community and Technical College 1996-1997

**REVISED DECEMBER 1996**

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***What is service-learning?***

Service-learning has a variety of definitions. Several are listed below.

"The service learning instructional methodology integrates community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility."
- American Association of Community Colleges, 1995.

The National and Community Service Trust Act of 1993 states,

"Service-learning means a method under which students . . . learn and develop through active participation in thoughtfully organized service that:

- is conducted in and meets the needs of a community . . .;
- helps foster civic responsibility;
- is integrated into and enhances the academic curriculum of the students . . . and
- includes structured time for students . . . to reflect on the service experience."

**"The goal is to blend service and learning goals and activities in such a way that the two reinforce each other and produce a greater impact than either could produce alone."** (Fenstermacher, 1990)

## Sample Service-Learning Projects

- Math students tutor third-graders in arithmetic.
- English students assist in an adult literacy program.
- Sociology students educate their peers on HIV/AIDS prevention.
- Nursing students provide home health care to the elderly or disabled.
- Chemistry students educate elementary school students on proper disposal of household hazardous waste.
- History students gather oral histories from residents at a nursing home.
- Criminal justice students walk downtown streets in a community policing program.
- Accounting students help senior citizens with tax returns.

## Sample Service-Learning Projects addressing violence.

***Provide direct service to women escaping domestic violence:***

- serve as an advocate at a battered women's shelter
- provide activities and care for children staying in the shelter
- create learning kits for families in shelters, providing inexpensive, creative, educational playtime activities for families in crisis
- facilitate short courses for women at the shelter on health, child development, financial management, or other special interests
- volunteer at a rape & abuse center or crisis line
- provide transportation to women in shelters
- provide other assistance at shelter sites: office work, phone support, etc.

***Increase community awareness about violence:***

- distribute and/or create flyers, brochures, educational materials in community
- speak to school or community groups (churches, day care centers, community centers, clubs) about violence prevention and intervention
- assist with mailings through Minnesota Coalition for Battered Women

***Work with youth diversion programs offering healthy alternatives to destructive behaviors:***

- coach, lead or assist with sports and recreation programs at community centers
- teach/assist with classes, crafts, etc., at youth drop-in sites
- provide one-on-one mentoring or tutoring with at-risk youth

The Family Violence Network is a partner organization for this grant, and will provide on-campus training for students interested in volunteering at Hill Home, their shelter located in White Bear Lake. Training sessions will be offered throughout the school year.

# SERVICE-LEARNING PROJECT POSSIBILITIES

**Child Care, Youth and Education**

Organize a fun event for abused or homeless kids at a shelter
Become a volunteer tutor at a local school
Be a mentor, "Big Buddy," or "Big Brother/Big Sister" to an at-risk youth
Storytelling at a day care center
Help immigrants or refugees learn English
Volunteer at a teen drop-in center
Provide tutoring here at Lakewood
Be a youth leader at church/synagogue/temple

**Elderly and Disabled People**

Volunteer at a nursing home; providing companionship, assisting with recreation time, helping write letters, etc.
Adopt-a-grandparent
Volunteer at the Courage Center or at Shriner's Hospital
Deliver meals on wheels
Create "oral histories": interview elderly, write their stories and create booklets
Volunteer at Lakewood's Disability Center -- reading and note-taking for visually impaired students; create bulletin board displays, etc.
Phone, visit, do chores, or run errands for an elderly or homebound person

**Environmental Projects**

Volunteer at an area park or nature center (Tamarack Nature Center-White Bear Lake)
Participate in tree-planting or community gardening efforts
Introduce recycling efforts in an area that currently does not recycle

**Cultural Activities and the Arts**

Share a musical or artistic skill at a nursing home or school
Design posters or brochures for a non-profit agency
Work with one of the city mural projects
Restore artifacts at a museum

**Poverty and Hunger**

Serve meals at a shelter (Loaves and Fishes: Catholic Charities, etc.)
Volunteer at a food shelf or food bank (St. Paul Second Harvest)
Provide recreation, education, advocacy at a shelter or transitional housing

**Opportunities on-site at the college**

Be a note-taker for students with disabilities
Tutor classmates through Study Skills/ESL department
Assist students in the Writing Center, Math Resource Center
Tutor high school students through Lakewood's Upward Bound Program
Scan or record textbooks for students with disabilities

**Miscellaneous**

Volunteer with the Minnesota AIDS Project
Be a friend to a prison inmate or recently released prisoner through Amicus
Volunteer at the animal Humane Society
Volunteer at a hospital
Provide computer or other technical assistance to non-profit agency

MANY OTHER VOLUNTEER OPPORTUNITIES EXIST--THIS IS A BRIEF SAMPLE OF POSSIBILITIES !

## WHAT CENTURY'S SERVICE-LEARNING OFFICE CAN DO FOR YOU:

- Provide resources (contact numbers, information) for potential service sites (service-learning or volunteering)
- Ideas and tip sheets on keeping journals about service projects
- Forms for keeping track of hours, evaluation of service experience
- Tell you which courses currently include service-learning experiences
- Provide encouragement, support, and additional ideas for your service-learning projects!

## VISIT THE SERVICE-LEARNING OFFICE
## Room 2471 (West Campus); phone 779-3237

The Volunteer Center in St. Paul (644-2044) has a database of hundreds of nonprofit agencies looking for volunteers. We have their information forms where you indicate the type of work you want to do, the times you are available, special interests you have, and geographic location. After giving them this information, they will search their computer database and send you 3-6 possible volunteer sites to contact.

# "What are students really learning?"

# Maximizing student learning

## Types of student learning and development possible through effective use of service learning

1. **Better understanding of larger social issues/root causes (cognitive)**

   *for example*:

   - demographic information about people who are homeless
   - correlation between poverty and educational achievement
   - the effects of "tracking" in schools
   - the effects of physical, emotional, and/or sexual abuse on the behavior of kids
   - perspectives on "meritocracy" vs. democracy
   - the role of institutional racism and classism in society
   - arguments regarding the usefulness of affirmative action
   - information about the effect of ADA on people with disabilities
   - political and social forces that contribute to illiteracy

2. **Development of civic responsibility/citizen participation skills (cognitive and affective)**

   *for example*:

   - heightened sense of personal efficacy ("I can make a difference")
   - increased commitment to lifelong public/community service
   - better understanding of "political arts," including legislative process, grassroots organizing, advocacy, etc.
   - increased awareness of organizations working on root causes of problems and opportunities for participation beyond "service"
   - practical understanding of approaches to moral/ethical dilemmas
   - increased ability to construct a moral/ethical argument
   - understanding of different approaches to "citizenship"

## 3. Internal/personal development (affective--with some cognitive dimensions)

*for example*:

- values clarification
- clarity on moral/ethical stances on issues
- improved communication skills (speaking, writing)
- clarity on career choices
- awareness of personal racist, sexist, classist, . . . behaviors and alternative ways of behaving
- increased self-esteem

## 4. Increased academic understanding (cognitive)

*for example*:

- increased understanding of biological concepts
- increased understanding of the larger social context in which chemists operate
- deeper understanding of philosophical concepts
- improved written and oral communication skills
- deeper understanding of stages of child development
- greater retention of all of the above!

## SERVICE LEARNING BENEFITS

### BENEFITS TO STUDENTS

- makes curriculum relevant to students' lives
- clarifies values
- builds a sense of community responsibility
- encourages multicultural awareness
- develops critical thinking and problems solving skills
- builds self-awareness and self-esteem

### BENEFITS TO TEACHERS

- the relevance of the experience to students' lives validates our teaching
- helps build classroom community
- opens communication with the community

### BENEFITS TO THE COMMUNITY

- provides opportunities for community agencies to participate in student learning
- builds community awareness of college programs and services
- provides meaningful services to our community
- may initiate continuing commitment from student to the community

## Century College Service Learning Office
## Room 2471, West Campus
## Syllabi on File

Century Courses: (each includes faculty member's report about the service learning experience)

Chemical Dependency 121-Introduction to Drugs and Alcohol. Dick Kotasek.
Diet 221-Nutrition in the Life Cycle. Carolyn Stolberg.
ESL 86 & 96-ESL Reading and Listening I & II. Kathy Matel.
Human Services 101-Introduction to Human Relations. Carole Lawson.
Human Services 123-Using and Expanding Community Resources. Mary Lou O'Phelan.
Human Services 250-Learning through Community Service. Mary Lou O'Phelan.
Sociology 124-Sociology of Marriage and the Family. Carol Pogue.
Sociology 124-Sociology of Marriage and the Family. Virginia Juffer.
Sociology 144-Families in Crisis. Carol Pogue.
Environmental Technology-AWA 262. Mike Gallagher.
Reading 94-Vicki Johnson..
Women's Studies-Judith Roy. Offering "Learning Through Community Service (HSER 250) as an elective for Women's Studies certificate.

The Service Learning Office also has a number of sample syllabi from other colleges' courses, in a wide variety of disciplines. Some are in books, some are in files, some are off the internet. Come and browse through our resources, or call the Service Learning Office and ask to see a syllabus in your interest area. We'll do the "research" for yc .

Scheduled for Winter 1997

Fashion Merchandising-Judy Evenson.
Human Services 150-Dynamics of Violence. Linda Vandenbrook and David Hess.
Psychology 141-Child Development. Peter Lawson.
Sociology 140-Intro to Criminal Justice. Carol Pogue.

## SPRING 1997 IMPORTANT DATES
## SERVICE LEARNING

Family Violence Network provides on-site orientation for students wishing to volunteer with the Children's Program at Hill Home (in White Bear Lake) for their service learning project. Several sessions have already been given--dates are pending for additional training sessions.

Students interested in being Women's Advocates, or holding other volunteer positions through Family Violence Network / Hill Home, may also attend these orientations, but will need to attend further training provided by Family Violence Network.

**Annual "Community Awareness Day"**
Wednesday, April 23, 9:00-1:00
Agency Representatives present
(Calendar of the day's events pending)

This has traditionally been a wonderful opportunity to hear from people making a difference in their communities. We can all stand to hear a word of hope and to be challenged to increase our own commitment to change and growth. About 40 non-profit agencies will be present to share information about their services, and to offer students opportunities for internships, service-learning, and volunteering.

**DEVELOPMENT FORM**
**FOR INTEGRATING SERVICE LEARNING INTO A COURSE**

I. Course: _____

Description:

II. Course objectives related to service learning

1. Knowledge objectives: What is the subject area and content that the students will master through this community based experience?

2. Skills objectives: What skills will the students be expected to develop? Writing? Problem solving? Critical thinking? etc.

3. Attitudes/Values: What attitudes and/or values will students be expected to explore and develop?

4. Civic responsibility objectives: What knowledge, skills, or attitudes about community/civic involvement will students be expected to gain?

5. Other objectives: Emotional? Personal commitment? Leadership?

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III. Learning Activities. What learning activities and assignments will be required for awarding credit? Journals? Research project? How will this information be integrated into the ongoing course? Reflection and discussion sessions? Class presentations? (Note: students should receive credit for learning demonstrated and not just hours contributed.)

IV. Evaluation: How will the service learning component of this course be evaluated? What evidence and criteria will be used for awarding credit?

James Madison University
Harrisburg, Virginia 22807
(703) 568-6306

**Developing the syllabus.**

The most successful service learning courses provide students with a clear picture of the place of service-learning in the course. The syllabus can show students how service learning is an integral part of the course by:

- *incorporating service learning into the course's educational goals and objectives.* Examine the goals and objectives of the course. Identify specifically what students are expected to learn from the service-learning experience (knowledge, skills, and/or attitudes) and list them as course goals

- *describing in detail the service learning requirement and related classroom activities and assignments.* Include both expected activities at the service site and complementary classroom activities.

  Instructors commonly require students to spend between 10 and 15 hours at their community service sites during the quarter. Several shorter visits, rather than one or two longs ones, provide a greater variety of experiences at the service site.

- *describing how the service learning component will be evaluated.* Students should not be evaluated solely on the hours of service completed, but on what they make of their experience. Possibilities include written or oral exams, papers, interviews, questionnaires, observations, presentations, etc.

- *specifying the contribution of service-learning activities to the course grade.* In order to be seen by students as an integral part of the course, rather than an add-on, service-learning should contribute significantly to the overall course grade. Service-learning project options typically account for 15-25% of the course grade.

- *include a time-line for service-learning projects.* Highlighting dates during the quarter associated with the service learning project is very helpful to students. Due dates for site selection, mid-point "check-ins," service hour completion, and final evaluative measures are important to communicate.



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## Criteria for choosing a service learning site.

In some instances, a faculty member may want to designate a specific site (or sites) especially appropriate for the given service-learning project. You may require (or simply encourage) students to work at a certain site, or on a specific project, if you feel it relates directly to your course objectives. It is helpful to consider the following criteria when choosing a service-learning site to which you will be sending several students.

The site must be doing work that is connected to the course in ways that will be obvious to the students.

The site must be interested in working with students, and have a genuine need for volunteer assistance in meeting community or individual client needs.

Activities at the site must give students opportunities to reflect on how course concepts relate to the activities.

Whenever possible, students should have direct contact with clients served by the agency.

The work students do should have some clear connection to the main purposes of the organization. While some of the work may be generally clerical, etc., in nature, it should not be consistently repetitious or boring for long periods.

The site supervisor should be able to provide students with some background information on the organization, orientation to the work they will do, and direct supervision over their volunteer efforts.

The site is in the community near the campus (or student's home) and/or is accessible by public transportation.

IDEAS FOR STUDENT PROCESSING--Mary Lou O'Phelan

**Service Learning Experience Writing Guidelines**

1. **Pre-experience questions (to be completed and turned in <u>prior</u> to actually doing the service learning experience).**

   a. Give your rationale for choosing your placement.
   b. How did you initiate contact with the site?
   c. What were the requirements needed to work at the site; i.e., training, tasks to be accomplished, time commitment, etc.
   d. What are your expectations?
   e. What did you hope to accomplish from the experience?
   f. Describe the strengths you are bringing to the service learning site; i.e., other volunteer or work experience, personal characteristics, skills, motivation to help, etc.
   g. What are some of your fears regarding the experience?
   h. What difficulties might you have in meeting your expectations or completing the project?

2. **Journal (to be <u>during</u> the experience).**

   Journal after each contact with at least one comprehensive paragraph describing the experience, your impressions, your feelings, and what you learned about yourself and those you were working and learning with. Use the concepts learned in class to describe your experience.

3. **Evaluation (processing) of the experience (main points).**

   a. Summarize your service learning project using the main points (those moments that stand out as learning experiences).
   b. Describe one meaningful experience and process what you learned from it.
   c. State the changes you would make if you could do it all over again.
   d. What worked? What was helpful? What were the barriers you faced? Would you do it again? Why or why not?
   e. Would you encourage other students to use the same site? Why or why not?

# FACULTY SERVICE LEARNING CHECKLIST

## PLANNING
(before quarter starts)

- ☐ Develop curriculum, gather resources needed, consider time logistics, develop syllabus, determine evaluative criteria. Utilize the "development form" in this manual.
- ☐ If you wish, obtain a list of potential sites from the Service-Learning Office, or prepare a list for students of any contacts you may have developed.

## PREPARING STUDENTS
(week one and two)

- ☐ Announce service-learning opportunities in your classes, and distribute project ideas with contact information.
- ☐ Explain to students they are responsible for choosing a service site (unless you pre-select sites) and setting personal objectives for the experience, which need to be shared with their site supervisor. Locating an appropriate site takes time, so students should not procrastinate.
- ☐ If you wish, invite Service-Learning Office staff, student, or community site representative to make a short presentation to your classes.

## GENERAL FACULTY RESPONSIBILITIES
(throughout the quarter)

- ☐ Distribute (and collect) "site selection forms" to all students participating. Encourage students to immediately consult the Service Learning Office if they need help locating an appropriate site
- ☐ Give your approval to students' site selection.
- ☐ Monitor student progress through questions, classroom discussions, journals, presentations, etc. Help students trouble-shoot and problem-solve issues that arise, or encourage them to stop by the Service Learning Office.
- ☐ Share any concerns, success stories, special requests, or evaluative comments with the Service-Learning Office.
- ☐ At the end of the quarter, submit the "student service learning log" form to the Service Learning Office. (This information is important and helpful to us for record-keeping and evaluation purposes.)

**Sample Final Paper Requirement**

The final paper is due _____(date). It should be 6-8 pages long (typed, double spaced), and will be an effort to integrate your service experience with course readings and discussion, your journal reflections, and information from your research for the oral presentation. It is worth 25 points, or 1/4 of your total grade for the course.

Include three sections of the papers, using the questions below as general guidelines. Draw upon your journal reflections as well as your oral presentation. Be sure to cite outside research material and include in a bibliography.

1. Describing (1-2 pages)
   - What were your duties and responsibilities?
   - What was your work situation and environment?
   - What are the goals of the agency?
   - What skills did you acquire as a result of your service learning experience?
   - How did the service learning experience evolve and change during the quarter?

2. Digging in (2-3 pages)
   - Why are you doing service (sense of responsibility, college recommendations, giving back to community, etc.)? What does service mean in your own life?
   - What impact do you feel you had on the community?
   - What are the community needs?
   - How could you improve the quality of your service?
   - What did you learn from your service learning experience about:
     - the agency you worked in, the supervisor(s) you worked for?
     - the strengths and limitations of this site in carrying out its responsibilities to the community?
     - the experience of working in a community agency setting?
     - yourself--your own strengths and limitations, about how this experience affected your own personal goals and career objectives?
   - If you were in charge of the place where you volunteer, what would you do to improve it? Would you have the volunteers do anything different from what you were doing? Would you treat them differently?

3. Integrating it all (2-3 pages)
   - How has the service learning experience changed what you know about local schools, government offices, community service agencies, or special interest groups?
   - How has your experience affected your evaluation of our political system and society?
   - Has this service learning experience helped you to develop a sense of civic responsibility (i.e., more insight into social/public policy formation and legislation, and how to advocate to make a difference)? If so, give examples.
   - What specific problems or issues did you encounter during your service learning experience that broadened your interest in our political/social system?
   - How has your experience affected your educational goals?
   - Does race and socioeconomic background affect the service you are doing? For example, who "does" service--in terms of ethnicity/race and socioeconomic status? Do different groups have different reasons for doing service?
   - Why do you think service is predominantly done by females, by humanities, not science majors? How might those tendencies be changed?
   - How do those persons in the community who are being served perceive you and/or the site you represent? Does your site conduct need assessments, or community capacities inventories to gather information about the community?
   - How did you make the connections between your service experience and course readings and discussions? If possible, share an example. What would have made these connections easier for you?



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**Procedure for Applying for Faculty Stipend for Integrating Service with Academic Study**

1. Two types of stipends are available:
   - Integrating service as a requirement into a specific course for the first time: $500
   - Improving the pre-service training and project evaluation of an existing course-based service learning experience: $300

   Realizing that initial efforts for integrating (and improving) service can be time-consuming, we earmarked grant funds for faculty stipends to recognize their extra efforts. it is hoped that the experience of integrating service will enhance the course to the extent that faculty will continue to offer service learning project options in future courses. The grant period extends throughout the 1996-1997 academic year.

2. Prior to the quarter, you will be integrating service, please notify the Service Learning Coordinator of your intent to apply for the stipend. Contact Mary Lou O'Phelan, Ext. 3452 or Leanne Russell in the Behavioral Sciences, Service Learning Office, Room 2471, Ext. 3237. Resources for developing your project are available, including a database of community organizations, materials, sample syllabi, and general information.

3. During the quarter, please keep the Service Learning Office informed of any needs, concerns, questions, or feedback you have. We are committed to providing quality learning experiences for students, and respectful, appropriate, needed service to community partner organizations. We need to keep all lines of communication open to achieve these goals.

4. Following project completion, submit a brief report, including:
   - Course syllabus (as it read before integrating or improving service learning).
   - Revised course syllabus (including reference to service learning project)
   - Student placement log in Service Learning Faculty Manual.
   - Summary of the form of evaluation used and how it was presented to students; e.g., project/paper guidelines, journaling structure, presentation criteria. Evaluation of students should be based on their ability to reach course objectives through the service learning project, not simply on their participation in a number of service hours.
   - Results from any classroom research used in conjunction with the service learning project. Assessment tools will be available from the Service Learning Office.
   - Your personal evaluation of the experience: student response, appropriateness and/or receptiveness of service site, helpfulness of the resources and support from the Service Learning Office, suggestions for program improvement.
   - Faculty participating in integrating service with academic study will be invited and encouraged to attend an in-service presentation on service learning by Campus Compact this spring.

5. Following receipt of your final report, your stipend will be awarded (through regular personnel/payment channels).

## Century College
## Service Site Confirmation Form

Course: _____ Instructor: _____

Student Name: _____ Phone # _____

Service-Learning Site: _____

Address: _____ Zip Code: _____

Site Supervisor: _____ Phone # _____

Hours of service to complete during the quarter: _____

Basic tasks, duties: _____

What course concepts or issues do you think relate to the site you have selected?

_____

_____

Do you have any other comments about your site or your service-learning project?

_____

_____

*"Consciously or unconsciously, every one of us does render some service or other. If we cultivate the habit of doing this service deliberately, our desire for service will steadily grow stronger, and will make, not only for our own happiness, but that of the world at large."*

*-- Mahatma Gandhi*

Century Community and Technical College
Integrating Service with Academic Study

# STUDENT SERVICE-LEARNING LOG

Faculty: _____ Phone: _____

Discipline: _____ Course: _____

Number of students registered in class: _____ Quarter/Year: _____

Number of students participating in service-learning project: ____

| Student Name | Service Site | Work Done | Hours of Service | # of People Served |
|---|---|---|---|---|
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| Student Name | Service Site | Work Done | Hours of Service | # of People Served |
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## FINAL EVALUATION OF STUDENT FOR ACADEMIC CREDIT

Please rate the performance of _____ by circling the appropriate response.

| VARIABLES | EXCELLENT | VERY GOOD | AVERAGE | BELOW AVERAGE | POOR | CANNOT RATE |
|---|---|---|---|---|---|---|
| Total hours volunteered _____ | 1 | 2 | 3 | 4 | 5 | 6 |
| Attendance ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Cooperation ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Acceptance of responsibility..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Concern for needs of community & clients ... | 1 | 2 | 3 | 4 | 5 | 6 |
| Completion of assignments ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Dependability ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Resourcefulness, creativity ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Communication skills: listening, speaking, writing ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Time utilization ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Eagerness to learn ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Ability to set and meet objectives ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Adaptability ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Overall evaluation of performance .... | 1 | 2 | 3 | 4 | 5 | 6 |

Other comments: _____

_____

Thank you very much for your efforts. We appreciate your participation in the learning process!

Date: _____ Signature: _____

# SERVICE LEARNING STUDENT PACKET

# SERVICE LEARNING STUDENT PACKET

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## LEARNING PLAN INFORMATION

A learning plan can be thought of as a "blueprint" that maps out what you hope to learn/accomplish as a result of your service-learning experience. It includes specific learning objectives that provide some means of measuring progress toward completion of educational goals. Learning objectives are brief statements that define results expected in a specific period of time. They should:

- Be specific as to exactly what is to be accomplished.
- Be scheduled for accomplishment in a defined period of time.
- State results to be accomplished and state them in measurable terms.
- Be realistic, but challenging.

Discuss this plan with your faculty and site supervisors. You all should have input into this and each of you should sign it and keep a copy. it is your responsibility to ensure that this is done. If you require further assistance, please contact the Service Learning Office.

## CORE REQUIREMENTS OF THE SERVICE-LEARNING PROGRAM

1. **Knowledge/Understanding**
Gaining knowledge implies acquisition of information, facts, concepts, theories, or ideas. Gaining understanding implies an ability to apply this information to problem-solving situations; seeing patterns and relationships, using knowledge for reasoning, analyzing, to extend learning beyond information acquisition.

*Example:*
*To gain knowledge about how computers are used in bill collection.*
*To develop an understanding of the psychology used in writing fund-raising letters.*

2. **Skills**
Gaining skills implies becoming able to do some activity; skills improve with use and practice; skills and the results of their use are observable. Skills may be mental or physical and can pertain to activities carried out with people (interviewing, public speaking, counseling), with things (sculpture, photography, artifacts, computers), or with data (analyzing or preparing reports, gathering research information).

*Example:*
*To develop skill in interviewing clients at the Mental Health Association.*
*To develop skill in categorizing photographs at Tempe Historical Museum.*

3. **Attitudes/Values**
These objectives usually involve the formulation and/or clarification of personal values or feelings. Think in terms of the personal convictions you think will be affected by this experience. What opinions, attitudes, or feelings do you hope to clarify?

*Example:*
*To clarify my opinion about the use of behavior modification in the treatment of juvenile delinquents.*
*To clarify my feelings about the moral issues surrounding the debate on the safe disposal of toxic waste materials.*



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# DEFINING SERVICE OBJECTIVES

SERVICE OBJECTIVE:

Here's what you'll be doing:

- Volunteering time and effort
- Applying knowledge, methods, and/or skills
- Social-political action

Ask yourself:

- What is the purpose of the project?
- Who are the clients of the service?

Formula: *Action Verb + Measurement + Result + Time*

Example:

I will plan an and instruct (*action verbs*) neighborhood volunteers to survey the extent of neighborhood use of food coops and discount markets (*result*) in a 50-block area of North Portland (*measurement*) by August 1 (*time*).

# DEFINING LEARNING OBJECTIVES

LEARNING OBJECTIVE:

Here's some of the things you may be involved in:

- Acquiring skills
- Field research
- Fulfilling broad learning goals
- Reinforcing specific fields of study
- Career exploration
- Career or occupational development
- Work experience
- Preprofessional training

Ask yourself:

- Can I apply some of the concepts learned in the classroom to my experience?
- Do I understand the role this particular agency plays in the community?

Formula: ***Action Verb + Measurement + Result + Time***

Example:

I will identify (*action verb*) at least three different procedures (*measurement*) to use in determining neighborhood use of coops (*result*) by May 31 (*time*).

Helpful Hints:

1. Obtain job description of project you will be working on.
2. Talk to other students who may have worked at the agency/site you're going to be going to.

## MAKING JOURNAL ENTRIES

Make daily entries in your journal, if possible.

1. *Write an objective account of the daily events that occur.* Try to remember everything that happens. Don't make any inferences, just write the facts.

2. *Describe your feelings and perceptions about what happened during the day--about your behavior and the behavior of others.* This is your subjective account of the day.

3. *Reflect on how the day's events relate to your service and learning objectives.* Are stated objectives still appropriate? Do you see the need for changes? Your objectives can change as your perception of the situation changes, but it is essential that you make note of what is changing so that it can be taken into account when you review the entire experience.

4. *Outline actions for your next contact based on what you feel you learned during the day or any problems or needs that have surfaced.* Use your log as an "agenda-setting" tool.

Helpful Hints:

- Don't put off your writing! Write anything--don't worry about capturing the whole experience or the most meaningful one. Start with what's most reachable in your thoughts.

- If you're stuck, talk about your experiences to a friend or advisor before sitting down to write.

- Talk into a tape recorder to express what you're feeling. Transcribe it or simply listen to it. Then write in your journal.

*Writing is thinking. It is more*
*than living for it is being*
*conscious of living.*
*--Anne Morrow Lindberg*

## KEEPING A REFLECTIVE JOURNAL

*One useful way of keeping track of what you are learning and the kind of service you are providing to the community is to keep a personal journal or log of your activities. This will force you to think about your experiences and can help provide insight into what you are experiencing and how you are feeling about it.*

Your journal can take many different forms. However, a few ingredients are essential.

- Probably the most important advice to journal writers is that you do not edit as you write. Instead, you should write your thoughts freely, without regard for syntax, spelling or punctuation. Editing can be done later, if you wish. The point is not to stop the flow of your thoughts.

- Remember to observe confidentiality and use pseudonyms when referring to clients.

- Other requirements of journal writing are candor and keen use of your senses and observational skills. Not only will your writing be more interesting as you develop your senses and observational powers, but your learning from your experiences will be enhanced as well.

- Write an **objective** account of the daily events that occur. Try to remember everything that happens but just write the facts. Don't make inferences. *Keep this part of your journal to only a few lines.*

- Next describe your feelings and perceptions, questions and ideas about what happened during the day. This is your **subjective** account of the day, and should constitute the bulk of your journaling.

- You will find the journal less of a chore if you take a few minutes at the end of each day of service, to review your learning objectives and reflect upon your experiences of the day.

- Remember, it is important that you **NOT** think of your journal only as a work log in which you itemize and record events, tasks and statistics. Your journal, as a reflective and analytical activity allows you to grapple with problems and frustrations as well as identify your accomplishments and other positive learning experiences. The journal is your means of regularly charting your growth and development both academically and personally.

**Reflective questions to be considered when writing your daily journal**

What's the best thing that happened today/this week?

What's the most difficult/satisfying part of your work? Why?

What do you think is your most valuable/valued contribution?

Did you receive any compliments/criticisms? What did you learn from this?

Tell about a person there who you find interesting/challenging to be with.

How do people there treat you? How do they see your role? Is this congruent/in conflict with how you see your role?

Tell about something you learned as a result of a disappointment or even a failure. (Remember "failure" is a personal growth opportunity!)

Think back on a moment when you felt especially happy or satisfied in your placement. What does that tell you about yourself?

Is there some situation that you had problems with that you would want to talk to your site supervisor about?

How did you feel today? Did you just feel like you were doing your service because you had to? What charged you up?

How is all this relevant to the readings, discussion and speakers in the Reflective Sessions?

How does the experience connect to your long-term goals?

What kind of person does it take to be successful at the kind of work that the agency does? Could you do this?

What are you getting out of your service? What is the community getting out of your service? What do you hope to accomplish by serving?

## STUDENT SERVICE-LEARNING HOUR REPORT

Use this form to record the number of volunteer hours you complete. Be sure to get your Site Supervisor's signature at the bottom to verify the number of hours you worked

Student name _____ Service-Learning Site Supervisor _____

| Date | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Total Hrs. per week | Service Provided | Supervisor's Initials |
|---|---|---|---|---|---|---|---|---|---|---|
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Total Hours: _____ Supervisor's Signature _____ Date: _____

Instructor: _____ Agency/Organization: _____

Quarter: _____ Site Supervisor's Name: _____

Course: _____ Telephone: _____

## FINAL EVALUATION OF STUDENT FOR ACADEMIC CREDIT

Please rate the performance of _____ by circling the appropriate response.

| VARIABLES | EXCELLENT | VERY GOOD | AVERAGE | BELOW AVERAGE | POOR | CANNOT RATE |
|---|---|---|---|---|---|---|
| Total hours volunteered _____ | 1 | 2 | 3 | 4 | 5 | 6 |
| Attendance ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Cooperation ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Acceptance of responsibility..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Concern for needs of community & clients ... | 1 | 2 | 3 | 4 | 5 | 6 |
| Completion of assignments ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Dependability ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Resourcefulness, creativity ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Communication skills: listening, speaking, writing ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Time utilization ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Eagerness to learn ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Ability to set and meet objectives ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Adaptability ..... | 1 | 2 | 3 | 4 | 5 | 6 |
| Overall evaluation of performance .... | 1 | 2 | 3 | 4 | 5 | 6 |

Other comments: _____

_____

Thank you very much for your efforts. We appreciate your participation in the learning process!

Date: _____ Signature: _____

# Century College Service Site
# Confirmation and Overview Form

Course: _____ Instructor: _____

Student Name: _____ Phone # _____

Service-Learning Site: _____

Address: _____ Zip Code: _____

Site Supervisor: _____ Phone # _____

Hours of service to complete during the quarter: _____

Basic tasks, job duties, client population (service objectives):

1. _____

2. _____

3. _____

What course concepts or issues do you think relate to the site you have selected?

_____

_____

What do I hope to accomplish (learning objectives)?

1. _____

2. _____

3. _____

*"Consciously or unconsciously, every one of us does render some service or other. If we cultivate the habit of doing this service deliberately, our desire for service will steadily grow stronger, and will make, not only for our own happiness, but that of the world at large."*
*-- Mahatma Gandhi*





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# SERVICE LEARNING OFFICE

OFFICE HOURS:
MONDAY THROUGH THURSDAY
9:00 - 10:00 and 1:00 - 2:00
MONDAY THROUGH FRIDAY
9:00 - 10:00

CONTACT:
LEANNE RUSSELL - 779-3237
OR
MARY LOU O'PHELAN - 779-3452